DOCUMENT RESUME

ED 187 888 CE 025 447

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TITLE Planning for Vocational Education through Needs Assessment.
INSTITUTION Nebraska State Dept. of Education, Lincoln.
NOTE 76p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Data Collection; Demography; Employment Projections; Employment Statistics; *Guidelines; *Needs Assessment; Occupational Information; *Program Development; Program Evaluation; Records (Forms); Resources; *Surveys; *Vocational Education

ABSTRACT

For use in vocational education planning, guidelines are presented for conducting a needs assessment which would determine the numbers and kinds of jobs available now and in the future, the needs and aspirations of the local community, the interests and ambitions of the students, and the resources available to do the job. One section is devoted to each of the following: (1) the rationale for a needs assessment in the planning process, (2) an overview of the elements involved in the needs assessment process, (3) designing the study, (4) the job market analysis, (5) the existing program analysis, (6) the population analysis, (7) the resources analysis, (8) developing the program plan based on the assessment results, and (9) references. Data forms for use in all phases are included. (BM)

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PLANNING FOR VOCATIONAL EDUCATION THROUGH NEEDS ASSESSMENT

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NEEDS ASSESSMENT
AND
PLANNING

NEEDS ASSESSMENT AND PLANNING
WHY PLAN?

No one would be very likely to attempt to build a house without first having developed a plan which shows what the finished house will look like, what components will make up the house and what activities must be undertaken and what materials should be collected to do the job. If a plan is necessary to build a house, then planning is even more important in the vital task of preparing people for the world of work. Here the finished product, the people trained for tomorrow's jobs; the various components, what kinds of people for what kinds of jobs; and the necessary activities, what kinds of programs and other training experiences; must all be brought together in a comprehensive plan.

Carrying the house-building analogy a step further, it can be assumed that no one would be likely to attempt to build a house without conducting a needs assessment first. Before deciding what the finished house will be like, the builder will consider the needs and desires of the people who will live there, the number of people, available resources (money and materials), available skills (crafstmen), land values, the neighborhood, zoning laws, etc. Without such a needs assessment the finished house would be the result of guesswork.

Likewise, in vocational education, the local needs assessment is the very heart of the planning process. Before the finished product can be developed and a meaningful comprehensive program of vocational education established, a total needs assessment must be conducted to:

1. determine the numbers and kinds of jobs available now and in the future,
2. determine the needs and aspirations of the local community,
3. determine the interests and ambitions of the students,
4. determine the resources available to do the job.

Vocational Education planning is a continuous process. It must be continuous because program planning may be done for a program already in operation, to re-establish priorities and objectives, or to develop a new program. Such a plan should be revised and updated on a continuing basis.

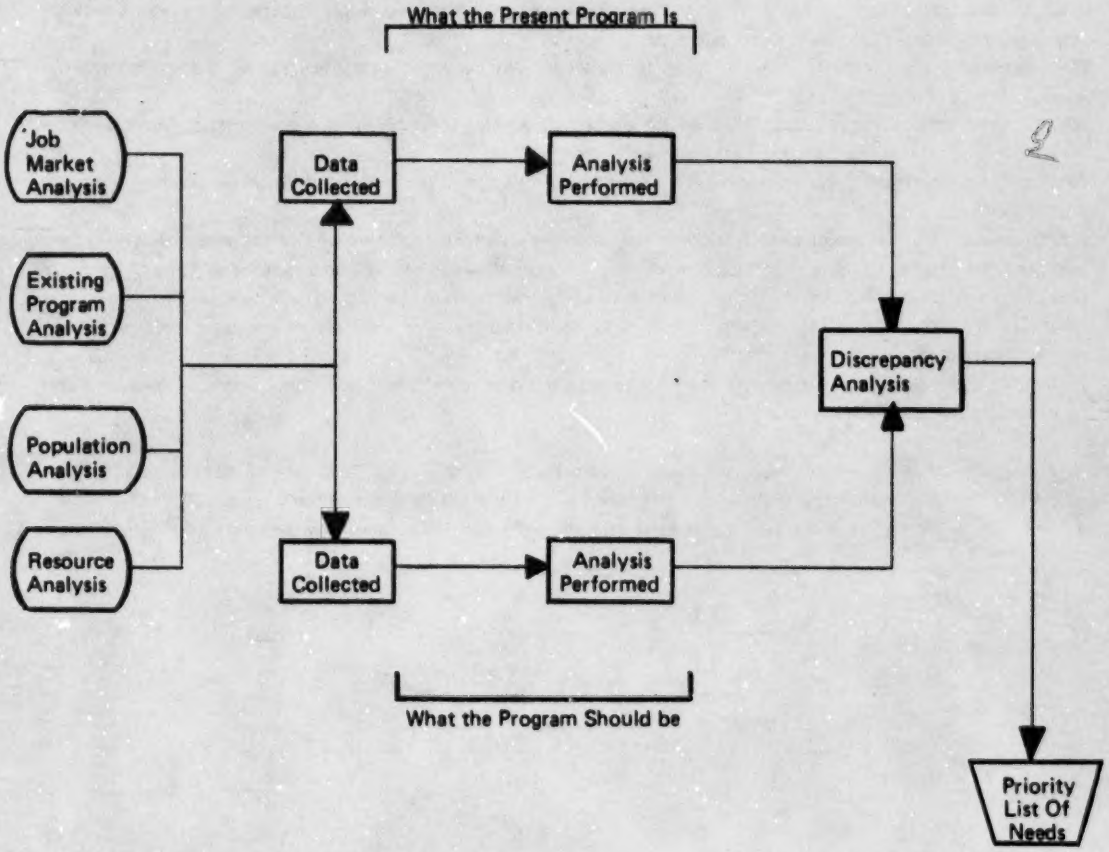
NEEDS ASSESSMENT OVERVIEW

Since planning is an on-going process and the heart of the planning process is needs assessment, one must be able to describe the needs of vocational programs in terms of:

1. What are the manpower requirements in those occupations for which secondary vocational programs provide training, as seen from the local, state, and national levels?
2. What programs are currently being offered to students? What are the characteristics of the students being served? What are the enrollemnts? How many completions?
3. What are the population characteristics of the community being served? These characteristics would include income, education and rate of population growth.
4. What are the interests of the students who might enroll in vocational programs? What are their educational aspirations?
5. What feedback has been collected from a follow-up survey of former students? Did the vocational programs prepare students for the world of work? Were the vocational needs of the general student population met?
6. What facilities are presently available for vocational programs, both inside and outside the school.
7. What are the present staffing patterns, and would additional staff, or staff retraining, be necessary for expanded programs?
8. What financial resources are presently available to conduct programs? What additional financial resources will be necessary for expanded programs?

With the needs assessment process requiring input from a variety of sources in a variety of different ways, it becomes imperative that some structure be placed on the process. There must be a framework which illustrates all the elements of the needs assessment process and shows how they relate to each other and how they fit into the total planning cycle.

The following is a model which illustrates the needs assessment process:



DESIGNING THE STUDY

Whether you plan to implement the entire needs assessment process or only selected parts, it is vital to gain community support for the effort. This can be accomplished through the setting up of a steering committee, gaining additional interest through press releases and other forms of publicity, and working with the community to develop a plan for how and when the needs assessment will be carried out.

Why involve the community in the educational process? Aren't the teachers and principals the experts? What do we pay them for?

Often, educators have left the taxpayers out of the picture until it is time to ask for more money to run the school. Community involvement and support can build needed buildings, and give financial support to new programs. It can expand the learning experiences by opening community doors for visitation. It can lend expertise to the classroom for an hour or a week with guest lectures. In short, if the people decide they want a better educational program, they will find a way to have it.

The Steering Committee. For the organization and operation of a steering committee please refer to *Advisory Committee for Vocational Education* a Division of Vocational Education publication.

Publicity. Once you decide to conduct the needs assessment process it is useful to inform the community of the upcoming study through news releases. Be sure to note the purpose of the study.

Following a general release, communication should follow which updates the progress and informs the community of specific aspects of the study. The process of public information helps insure community awareness of what the school is doing and the results of these efforts once they occur.

A sample news release is included here for your convenience.

NEWS RELEASE

STUDY PURPOSES

Contact: Date:

Phone: *For Immediate Release*

YOURTOWN, NEBRASKA - The ABC School District recently decided to conduct a community needs assessment. The Project is aimed at improving the school-community partnership and at providing high school students with an improved vocational education program.

The project will tie together all aspects of a vocational education needs assessment. It will not be a theoretical exercise, but will result in a complete, simple and usable study which can be used by the ABC district in vocational education planning. The framework developed by this project will enable our community to identify and discuss common problems. At the very least, ABC will have developed a comprehensive vocational education plan.

A major thrust of the project will be to identify (through newspaper ads, questionaires, and personal interviews) the resources within the community which can assist the ABC Senior High School in the development of its vocational education programs.

The project director is _____, vocational coordinator at ABC High School, and the current committee members are: _____, Principal, _____, vocational director, _____ of the Nebraska State Department of Education, _____ of XYZ Manufacturing Co.

Plan of Action

The final activity in the design of the needs assessment process is a Plan of Action. A plan is necessary because during the course of the study a number of different, yet related, tasks have to be accomplished by a number of different people. The Plan of Action format (see example which follows) provides structure for:

1. Listing in sequence the major activities to be accomplished for the needs assessment.
2. Indicating the person responsible for the accomplishment of each task.
3. Defining the resultant product or indicator of accomplishment for each activity.
4. Placing the accomplishment of each needs assessment activity on a time line using units of days, weeks, or months.

Once the steering committee has been selected, the community informed and a plan of action developed, you are ready to move forward into data gathering and analysis.

PLAN OF ACTION CHART

Date Chart Prepared _____

OBJECTIVE:

Frequency of Update _____

In charge of Project _____ Status as of _____

Tasks To Be Accomplished	Individual Responsible	Result	. . . . .

JOB MARKET ANALYSIS

Job market analysis is the study of the supply and demand aspects of the labor market as it relates to the local area of concern. If the purpose of vocational education is to prepare people to take a meaningful place in the job market, a study must be made of how that ever-changing job market looks now; and how it may reasonably be expected to look in the future.

Job market analysis is designed to specifically answer the question, "How many and what kinds of jobs should we be training people for?" To accomplish this, the Job Market Analysis portion of the needs assessment process is broken down into two parts:

1. *The National and Nebraska Job Market Picture* - This involves collecting data and other information from the national, regional and state levels, and organizing the data so that it can be looked at all together and factored into the assessment process. This is done both for programs currently being offered (to determine if they should be continued and at what enrollment levels) and at other areas of employment in which programs are not being offered (to determine whether or not new programs should be considered).
2. *The Local Manpower Picture* - even though we are a relatively mobile population, many vocational graduates find work in the local area. Therefore, it is vital that a study be made of the local job market as it is now and as it may be expected to be in the future. This study consists of conducting a survey of business, industry and agriculture in the area to assess the kinds of jobs they offer, their current needs for people trained in various areas, and their best estimates of future needs for trained people.

The following pages include a resource list of National and State Manpower data and a format which can be utilized in collecting local manpower data.

NATIONAL DATA SOURCES

Publication	Type of Information
Occupational Outlook Handbook, Bureau of Labor Statistics, Department of Labor	Published every two years, the handbook explains the job outlook for many occupations.
Occupational Outlook Quarterly, Bureau of Labor Statistics, Department of Labor	Updates the *Occupational Outlook Handbook.*
Tomorrow's Manpower Needs, Bureau of Labor Statistics, Department of Labor	A 4-volume work which projects ratio of trained manpower to total employment. Data and matrix methods are provided to make state and local projections. Matrix, however, was developed on national labor pool.
Manpower Report of the President, U.S. Department of Labor	Annual publication reporting on manpower demands, resources, utilization, and training.
Annual Report of Vocational and Technical Education, U.S. Office of Education, Department of Health, Education and Welfare	Annual report contains data on graduates, enrollments, and expenditures in federally reimbursed programs.
Meeting Tomorrow's Manpower Needs, Bureau of Labor Statistics, U.S. Department of Labor	Provides national occupational employment projections and can be used by state and local planners. Techniques are illustrated to transform national data into state and local estimates.
Directory of Occupational Titles, Bureau of Labor Statistics, U.S. Department of Labor	Provides information on employment outlook, job descriptives, sources of employment earnings, and training needed for each occupation listed.

NEBRASKA DATA SOURCES

Publication	Type of Information
Nebraska State Plan for the Administration of Vocational Education. Available from the Nebraska State Department of Education, Division of Vocational Education or for checkout from the RCU.	Summary tables which provide data on manpower, enrollments, fund and personnel needs for the state.
Job Service of Nebraska. Department of Labor, Division of Employment, 550 South 16th Street, Lincoln, Nebraska 68509	Manpower and employment trends.
UNL News. Bureau of Business Research, College of Business Administration.	Economic reports, forecasts and projections for business.
Employment News. U.S. Department of Labor, Bureau of Labor Statistics, 911 Walnut Street, Kansas City, Missouri 64106	Regional employment indexes for North Central Region, North Dakota, South Dakota, Minnesota, Iowa, Nebraska, Missouri, Kansas.
Nebraska Projections - Occupational/Industrial 1970 - 1980. Nebraska Department of Labor, Division of Employment Research and Statistics, July 1975.	Occupational and Industrial projections.
Occupational Opportunities in Nebraska. Research Coordinating Unit, Available from the RCU, No Cost.	Survey of Nebraska Employers, giving current employment, future need by Job Titles and Vocational Programs.
General Population Characteristics (Nebraska) PC (1)-B29 Nebr. U.S. Bureau of the Census. Available from Government Printing Office or for checkout from RCU.	Population by race, residence, age, sex, and family for state, SMSA, Town, and counties. (Based on 1970 Census)
General Social and Economic Characteristics. (Nebraska) U.S. Bureau of Census. Available from Government Printing Office or for checkout from RCU.	Based on 1970 Census of population.

The local manpower picture is very important, yet it is most difficult to obtain accurate and timely data. However, these are a few sources which may be useful:

Census Data - General Social and Economic Characteristics, contains tables which give employment by occupation and employment by industry of the residents of your local area.

Chamber of Commerce - Often Chambers of Commerce have conducted local community surveys which address the employment and occupational patterns of the town.

Public Utility Sources - Often the water, sewer, power, or telephone companies have compiled extensive data on local population and manpower requirements.

The above sources may be outdated and indicate with varying degree of accuracy the employment picture. Therefore, it may be necessary for the school to conduct a survey to obtain up-to-date information. This can be accomplished in the following manner:

SAMPLE LETTER

Date

Dear _____

ABC Senior High School will be conducting a local manpower survey during the week of _____. The survey is part of a community needs assessment now underway at the school.

The project will tie together all aspects of vocational education needs assessment. The manpower survey is a major element of the project and will consist of a random sampling of businessmen, who through direct mail questionnaires and personal interviews, will be asked their attitudes toward the school program, what the future job market demands are, and suggestions for improving the school-industry partnership.

The common framework developed by this study will enable communities to identify and discuss common problems. At the very least, the manpower survey will contribute towards the development of a more comprehensive vocational education program at the school.

Sincerely yours,

ABC HIGH SCHOOL

_____

_____

VOCATIONAL OPPORTUNITIES SURVEY

(Urban Inventory)

_____

(Name of Firm)

Function of the Business _____

Data on Employees (Include Owner, Manager, Etc.) Job Description	Number now Employed	Future Needs Due To Turnover & Expansion	
		Next 12 Months	Following Two Years

1. Does your firm now provide training for these employees? _____
2. Have you experienced difficulty in obtaining capable help for conducting the business? _____
3. Would your business cooperate with the local school in providing a learning opportunity of the job at a minimum wage, for student(s) desiring training in your business? _____
4. If yes, how many per year? _____
5. Is there a possibility to expand your volume of business by increasing your staff? _____
6. Does your business fall under jurisdiction of the Interstate Commerce Commission? _____
7. Stipulate the type and amount of educational preparation desirable for future employees.

   Academic Preparation _____

   Vocational Preparation _____

VOCATIONAL OPPORTUNITIES SURVEY
(FARMING & RANCHING INVENTORY)

NAME AND ADDRESS _____

1. Age of operator _____ Size of Unit _____

2. Type of operator: _____

   Owner-operator _____ Tenant _____

   Partnership _____ Corporation _____

3. How many years have you been farming or ranching? _____

4. Do you supplement your farm income with other employment? _____
   If yes, state amount of time involved and percent of your total income from this source. _____

   _____

5. Estimate the number of days of hired and custom labor you employ annually. _____

6. What is your highest level of education attainment?

   a. _____ b. _____

7. List the three major production commodities of your farm in order of volume produced. Example: Corn, beef, hogs, etc.

   _____ _____ _____

8. In what areas of education do you think you should have had more preparation to meet the problems for present day farming or ranching? _____
   _____
   _____

9. How many more years do you plan to farm (or operate a ranch)? _____

10. When you do terminate your farming operations, which one of the following will most closely apply in your situation?

    _____ Sell the farm
    _____ Lease to another operator
    _____ Consolidate with another farmer

SUMMARY OF URBAN OPPORTUNITIES INVENTORY

Kind of Business	Total Business Firms	Number Now Employed	Employees Needed	
			During Next 12 Months	Following Two Years
Appliance Repair				
Attorneys				
Auto Dealers				
Agr. Supply & Services				
Banks and Credit				
Barbers & Beauty Shops				
Body Repair				
Cafes & Restaurants				
Churches				
Clothing & Alterations				
Construction & Building				
Communications, Radio, TV, Telephone				
Doctors, Dentists & Veterinarians				
Electrician & Electronics				
Elevators & Grain Storage				
Feed Dealers				
Food Retail				
Hospitals, Clinics				
Insurance & Real Estate				
Lumber Company				
Mechnical Repair (Garages, etc.)				
Medical Offices & Rest Homes				
Manufacturing & Industry				
Mortuary				
News Offices				
Plumbers				
Retail & Wholesale				
Schools & Child Care				
Service Stations				
Transportation				
Utility Companies				
Wholesale				
Total				

SUMMARY FARMING AND RANCHING OPPORTUNITIES

Total Number of Farms & Ranches in Service Area _____

	Total Number	Average Age	Average Size of Units in Acres	Average Length of Operation Period
1. Owner-Operators	_____	_____	_____	_____
2. Tenants	_____	_____	_____	_____
Partnerships	_____	_____	_____	_____
Corporation Operators	_____	_____	_____	_____

3. Number of farmers that supplement over 10% of annual income off the farm _____

4. Average days of custom or hired labor per unit annually _____

5. Average level of educational attainment of operator _____

6. Type and number of operating farms in community according to major commodity

_____ _____ _____

_____ _____ _____

7. Major instructional areas in which the need for more education is indicated

_____ _____ _____

_____ _____ _____

8. Units that indicate continued operation
   a. For 1-2 years or more _____
   b. For 3-5 years or more _____
   c. For 5-10 years _____
   d. More than 10 years _____

9. Methods in which operations is terminated
   _____ sell the farm
   _____ lease to another operator
   _____ consolidate with another farmer
   _____ change of corporation management

EXISTING PROGRAMS ANALYSIS

Existing Programs Analysis is a study of the extent to which present vocational programs are meeting the needs of the people in the local area—at least in terms of numbers. Data is collected on each program, the number of enrollments, how many people are completing the program, what the characteristics of the program are, how many teachers are involved.

Other data of this analysis is generated on the goals and aspirations of students through a *Student-Interest Survey*, on the continuing education interests of adults through an *Adult Education Interest Survey*, and on how well vocational programs have served recent graduates by means of a *Student Follow-Up Survey*.

The purpose of this analysis is to develop a picture of current program trends. The trends can be analyzed to see if the current direction is the desired one and to see if the trends are desirable when compared with the Job Market Analysis.

A problem likely to occur here is the numbers of people completing like programs in institutions other than the local secondary vocational program. Data of this type is difficult to come by in comprehensive form. However, the data available should be listed and made part of the overall trends. These types of data may be available through local manpower planning boards, Department of Labor, Community Action Committees, State Department of Education or personal contacts.

Student-Interest Survey. Involvement of students in providing ideas for vocational planning is vital. New and expanded programs must be considered in light of employment needs, and the interests of students who will enroll in the programs.

Obtaining student interest data should consist of a compilation of the information contained in the students cumulative folders and information obtained from occupational analysis tests and a survey designed to identify interests in general occupational areas.

On the following pages is a list of occupational analysis tests and sample format for obtaining and summarizing student interest data:

SELF PERCEPTION INVENTORY
(SOARES)

Measures	Objectives
Character & Personality Non Projective	To measure personal and social adjustment.

VOCATIONAL PREFERENCE INVENTORY
Consulting Psychologists Press

Measures	Objectives
Character - (Non Projective)	To be able to screen High School and College students and employed adults for vocational preference.

INTEREST INVENTORY FOR ELEMENTARY GRADES
Form A
Center for Psychological Service

Measures	Objectives
General Interests	To obtain, through an extensive sampling, an estimate of the general interests of a child of elementary school age.

SCHOOL INTEREST INVENTORY
Houghton-Mifflin

Measures	Objectives
Potential dropouts	To be used in the early detection of potential dropouts. To provide a more effective placement of the student either in the school or work situation.

STUDY OF VALUES
Houghton-Mifflin Company

Measures	Objectives
Interests or motives in personality: Theoretical Economic Aesthetic Social Political Religious	To measure the relative prominence of the six basic interests or motives in personality.

STUDENT VOCATIONAL PREFERENCE INVENTORY

NAME: _____
(Last) (First) (Middle)

ADDRESS: _____
(Street) (City) (State)

Vocational Education is the preparation of individuals for the world of work. It is beneficial for all people in all occupations and educational levels.

The information requested in this survey will be of value to the school in determining the vocational programs to offer you.

The following occupational clusters are given as examples. Please rate as 1 - 2 - 3 - 4 - 5 the top five occupational areas you would be interested in if offered.

Your assistance will be appreciated.

GROUP 1

_____ Advertising Services
_____ Fashion Apparel and Accessories
_____ Automobile or Parts Sales/Management
_____ Banking and Finances
_____ Flower Shop Operation
_____ Grocery Store Retailing
_____ Restaurant Management
_____ Retail Store Management
_____ Hardware or Lumberyard Management
_____ Interior Decorating Sales/Management
_____ Hotel-Motel Management
_____ Sales Representative
_____ Insurance Sales/Management
_____ Overseas Sales/Management
_____ Personal Services Management
_____ Service Station Management
_____ Real Estate Sales
_____ Travel Agency, Tour Guide or Recreational Management
_____ Stewardess, Limousine Driver or Transportation Management

GROUP 2

_____ Nursing Services
_____ Pharmacutical Services
_____ Medical Services
_____ Medical Laboratory Services
_____ Community Environmental Services
_____ Diagnostic Equipment Services
_____ Rehabilitation Services
_____ Social Services
_____ Dental Services

GROUP 3

_____ Agricultural Production
_____ Agricultural Supplies and Services
_____ Agricultural Mechanics
_____ Agricultural Products
_____ Ornamental Horticulture
_____ Agricultural Resources
_____ Forestry

GROUP 4

_____ Family Living
_____ Child Development
_____ Foods and Nutrition
_____ Textiles and Clothing
_____ Housing and Home Furnishing
_____ Home Management

GROUP 5

_____ Food Services
_____ Clothing Services
_____ Child Care Services
_____ Housing and Home Furnishing Services
_____ Community Services

GROUP 6

_____ Accounting and Computing
_____ Filing, Office Machines and General Clerical
_____ Stenographic, Secretarial and Related
_____ Supervisory and Administrative Management
_____ Typing and Related Occupations

GROUP 7

_____ Auto Mechanics
_____ Auto Body and Fender Repair
_____ Carpentry
_____ Electricity
_____ Brick and Block Laying and Concrete
_____ Plumbing and Pipefitting
_____ Machine Shop
_____ Welding and Cutting
_____ Plastics
_____ Drafting
_____ Graphic Arts (Printing, Photography, Media)
_____ Electronics

SUMMARY OF STUDENT PREFERENCE INVENTORY

	Male	Female	Total
Agriculture Occupations (Group 3)	____	____	____
Distributive Occupations (Group 1)	____	____	____
Consumer Homemaking (Group 4)	____	____	____
Home Economics Occupations (Group 5)	____	____	____
Business Occupations (Group 6)	____	____	____
Health Occupations (Group 2)	____	____	____
Trade & Industrial Occupations (Group 7)	____	____	____

Adult Education Interest Survey

Involvement of adults in providing suggestions for providing opportunities in continuing vocational education can be beneficial in program planning as well as for good public relations.

Obtaining this type of data can be accomplished with the use of the following sample survey form:

ADULT EDUCATIONAL NEEDS INTEREST INVENTORY

(Name) _____ (Address) _____ (Phone) _____

The community education philosphy is that education is a continuing process which is needed by all people of all ages. In addition to elementary and secondary education, your school board has the responsibility to provide education on an adult basis to those who wish to improve their educational status.

Please check the general areas with a 1st, 2nd, or 3rd choice, in which you would enroll if the opportunity were made available locally. An enrollment charge would probably be required to cover tuition and other costs.

Typing _____
Shorthand _____
Accounting _____
Bookkeeping _____
Key Punch _____
Office Machines _____
Business English _____
Business Law _____
Drafting _____
Blueprint Reading _____
Appliance Repair _____
Auto Tune Up _____
Furniture Refinishing _____
Welding _____
Machine Operator _____
Electronics _____
Electricity _____
Advertising _____
Display _____
Customer Relations _____
Salesmanship _____
Merchandising _____
Farm Records _____
Livestock Production _____
Crops Production _____
Machinery Repair _____
Budget Sewing _____
Textiles _____
Tailoring _____
Foods and Nutrition _____
Livestock Feeding _____

Family Life & Health _____
Knitting & Crocheting _____
Home Furnishings _____
Consumer Buying _____
Child Care & Management _____
Slimnastics _____
Family First Aid _____
Community Tragedy Preparedness _____
Americanism & Citizenship _____
American History _____
Civics _____
Government _____
Art _____
Water & Oil Painting _____
Photography _____
Ceramics _____
Driver Education _____
Crafts _____
Everyday Law _____
Recreational Living _____
General Math _____
Common English Usage _____
Others: _____
_____
_____
_____
_____
_____
_____
_____
_____

ADULT EDUCATION SUMMARY

Number of adults in community with less that 8th grade education

_____

*From County Census Data

Number of adults in community with less than 12th grade education

_____

*From County Census Data

Adults interested in earning a high school diploma _____

Part-time Evening Education

Adult interest in the following courses if offered by the school.

Typing _____
Shorthand _____
Accounting _____
Bookkeeping _____
Key Punch _____
Office Machines _____
Business English _____
Business Law _____
Drafting _____
Blueprint Reading _____
Appliance Repair _____
Auto Tune Up _____
Furniture Refinishing _____
Welding _____
Machine Operator _____
Electronics _____
Electricity _____
Advertising _____
Display _____
Customer Relations _____
Salesmanship _____
Merchandising _____
Farm Records _____
Livestock Production _____
Crops Production _____
Machinery Repair _____
Budget Sewing _____
Textiles _____
Tailoring _____
Foods Nutrition _____
Livestock Feeding _____

Family Life & Health _____
Knitting & Crocheting _____
Home Furnishings _____
Consumer Buying _____
Child Care & Management _____
Slimnastics _____
Family First Aid _____
Community Tragedy Preparedness _____
Americanism & Citizenship _____
American History _____
Civics _____
Government _____
Art _____
Water & Oil Painting _____
Photography _____
Ceramics _____
Driver Education _____
Crafts _____
Everday Law _____
Recreational Living _____
General Math _____
Common English Usage _____
Others: _____

STUDENT FOLLOW-UP

The purpose of follow-up surveys is to collect as much information as possible from those who graduate from school as well as those who drop out of school. The best sources of information on the effectiveness of vocational programs in preparing students for employment is the students themselves and their employer. This is true both in terms of objective data - (the percentage of students presently working in areas for which they received training) - and also in terms of subjective data; such as, how important the students felt their training was in helping them get and keep a good job.

The Vocational Education Amendments of 1976 (PL 94-482) presently requires that programs which proport to impart entry level job skills shall be evaluated according to the extent program completers and leavers (1) find employment in occupations related to their training, and (2) are considered by their employers to be well trained and prepared for employment.

A suggested timetable would be to conduct the follow-up of program completers and leavers in April on the previous year's students. In other words, students who complete or leave a program this year will be followed-up in April of next year.

The information collected for the program completer/leaver follow-up is necessary to conduct the Employer Opinion Survey. Therefore, the Employer Opinion Survey should be conducted immediately following the completer/leaver follow-ups.

The survey should be designed to obtain all the desired information yet at the same time, not be lengthy or complicated. Sample forms of the process to conduct the student follow-up, and the Employer Opinion Survey are included in the following pages.

SAMPLE

STUDENT FOLLOW-UP FORM

	10	11	14 15	17
	Student ID	Level	School	Curriculum
	Curriculum Description			

PERMANENT ADDRESS (if different than above)

Street or Rural Route

18 39

City State Zip Code Area Code and Telephone Number

40 55 56 57 58 62 63 72

MARITAL STATUS (check one)

73

- ☐ Single
- ☐ Married

INDICATE PRESENT EMPLOYMENT STATUS (check one only)

74

- ☐ Employed (Includes all employment, even if below your qualifications; does not include full-time military service.)
- ☐ Full-time military service
- ☐ Unemployed (you are actively looking for a job but cannot find one)
- ☐ Not available for employment (You are not working and are not seeking work because of choice, illness, full-time student status, retirement, pregnancy or other such reason).

YOU HAVE A JOB, PLEASE INDICATE ADDITIONAL TRAINING OR EDUCATION RELATED TO YOUR PRESENT JOB SINCE COMPLETING OR LEAVING YOUR VOCATIONAL EDUCATION CURRICULUM LAST SCHOOL YEAR (check all that apply)

18 ☐ None

19 ☐ On the job training (Employer sponsored training program of less than 160 hours)

20 ☐ On the job training (Employer sponsored training program of 160 hours or more)

21 ☐ Apprenticeship

22 ☐ Specialized occupational training through military service

23 ☐ Continued education at higher level

24 ☐ Other (Please specify below)

_____

YOU ARE PRESENTLY CONTINUING YOUR EDUCATION, PLEASE INDICATE THE TYPE:

☐ College, full-time

☐ College, part-time

☐ School (not college) full-time

25 ☐ School (not college) part-time

PRESENT EMPLOYER INFORMATION

Name of Company or Firm (if self employed, please write self)

26 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 48

Company or Firm Mailing Address

49 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 70

City

18 ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 33

State

34 35 ☐☐

Zip Code

36 ☐☐☐☐☐ 40

Area Code and Telephone Number

41 ☐☐☐☐☐☐☐☐☐☐ 50

Your Immediate Supervisor

Last Name

51 ☐☐☐☐☐☐☐☐☐☐☐☐ 63

First Name

64 ☐☐☐☐☐☐☐☐☐ 73

MI

74 ☐

PRESENT JOB INFORMATION

Job Title _____ [ ][ ] 75 77
Please Print

Job Duties _____
Please Explain

_____

Check one:

[ ] Permanent Employee
18 [ ] Temporary Employee

Check one:

[ ] Full-time Job
19 [ ] Part-time Job

Please check your monthly gross salary in dollars (before deductions)

[ ] Below 400
[ ] 400 to 449
[ ] 450 to 499
[ ] 500 to 549
20 [ ] 550 to 599
[ ] 600 to 649
[ ] 650 to 699
[ ] 700 to 749
[ ] 750 to 800
[ ] More than 800

How related is your present job to your vocational training?

[ ] Closely related
[ ] Somewhat related
21 [ ] Not related

Number of months on present job

[ ][ ] 22 23

NUMBER OF YEARS AND/OR MONTHS OF EMPLOYMENT DURING YOUR LIFE IN A FIELD RELATED TO YOUR PRESENT JOB.

Specify by type:

Full time; [ ][ ] 24 25 Years [ ][ ] 26 27 Months

Part time or summer work; [ ][ ] 28 29 Years [ ][ ] 30 31 Months

Vocational Program Satisfaction

In your estimation how well did your vocational education training prepare you for the work force in the following areas?

		Exceeds Job Requirements	Meets Job Requirements	Does Not Meet Job Requirements
EVALUATION OF TECHNICAL SKILLS:				
Ability to use tools and equipment	32			
Job knowledge - technical information possessed	33			
Readiness to learn new techniques on the job	34			
Productivity - ability to meet quantity demands	35			
Accuracy of work - quality and thoroughness	36			
EVALUATION OF JOB READINESS:				
Positive attitude toward work	37			
Realistic concept of what work involves	38			
Ability to get along with others	39			
Judgement, ability to make decisions, plan and organize	40			

SAMPLE

EMPLOYER OPINION SURVEY

PURPOSE: The purpose of this survey is to gather essential information from employers of vocational education graduates in order to improve the quality of training provided by such programs.

PLEASE respond to each statement below by indicating your opinion in the columns at the right. Your opinions, observations and recommendations are greatly appreciated and will be treated as strictly confidential information.

EMPLOYER: _____ TELEPHONE _____

ADDRESS: _____
Street City State Zip Code

INSTITUTION NAME: _____

PROGRAM FOR WHICH OPINIONS ARE REQUESTED: _____

Employee Identification & Job Title

We have forced the job title given by your employee into the closest "Census Code Title" that we could find. If it does not accurately identify the employee's position, please write the proper job title and list major job duties below:

Job Title _____

Job Duties _____

Vocational Program Evaluation Information	Yes	No	Exceeds Requirements	Meets Requirements	Does Not Meet Requirements
1. Are occupational skills stressed by the vocational program consistent with actual job requirements?	____	____	____	____	____
2. Do you feel students completing this vocational program have adequate entry-level job skills?	____	____	____	____	____
3. Would you hire a student who has completed this program?	____	____	____	____	____
4. Would you prefer a graduate from this program in preference to a graduate who had not participated in this program?	____	____	____	____	____
5. Are you presently involved with the school system's vocational education advisory council/committee?	____	____	____	____	____
6. Do you think the program has been adequately publicized throughout your area?	____	____	____	____	____
7. Do you feel that there are an adequate number of jobs available in the area for graduates of this vocational education program?	____	____	____	____	____

	Yes	No	Exceeds Requirements	Meets Requirements	Does Not Meet Requirements
8. Do you feel this program should be continued without any major changes in the procedures of its operation?	____		____	____	____

9. If you could change the program what changes would you make?

_____

_____

_____

Employee Evaluation

Please indicate your evaluation of your employee who has been identified as a former vocational education student. Please compare this employee only with others within the same work group with approximately the same work experience.

	Exceeds Requirements	Meets Requirements	Does Not Meet Requirements
EVALUATION OF TECHNICAL SKILLS:			
Ability to use tools and equipment	____	____	____
Job knowledge - technical information possessed	____	____	____
Readiness to learn new techniques on the job	____	____	____
Productivity - ability to meet quantity demands	____	____	____
Accuracy of work - quality and thoroughness	____	____	____

Did employee require on-the-job training? Yes No
If yes, approximate number of hours. _____

	Exceeds Requirements	Meets Requirements	Does Not Meet Requirements
EVALUATION OF JOB READINESS:			
Positive attitude towards work	____	____	____
Realistic concept of what work involves	____	____	____
Dependability, attendance and punctuality	____	____	____
Initiative - does what needs to be done	____	____	____
Ability to get along with others	____	____	____
Judgement, ability to make decisions, plan and organize	____	____	____

FOLLOW-UP OF PREVIOUS GRADUATES
(SUGGESTED 4 or 5 YEARS AFTER GRADUATION)

(Name)	(Year Graduated)
(Address)	(Job Title)
(Present Employer)	(Date)

Highest level of education completed _____

Kind and amount of Education Received After Graduation from High School.

Course of Study	Where Received	Time Spent	Type of Degree (Diploma or Certificate)

Kind and Amount of Occupational Experiences Received After Graduation from High School

Position	Location	Time Spent

List courses which you took while in high school which were of maximum value to you in meeting your educational and employment needs since graduating from high school.

_____ _____

_____ _____

List courses taken by you while in high school which have been of least educational and vocational value in meeting your educational and vocational needs since graduation.

_____ _____

_____ _____

How could your high school have better prepared you to meet the challenges which have faced you since graduation.

_____

_____

SAMPLE

OCCUPATIONAL FOLLOW-UP

_____

Do Not Write In This Space

1. ABOUT YOU:

Present Age: ( ) Years

Sex: ( ) Female ( ) Male

Marital Status: ( ) Married ( ) Unmarried

2. ABOUT YOUR HIGH SCHOOL EDUCATION:

Year you left High School: 19_____

Status:
( ) Graduated ( ) Left before Graduation
( ) Earned diploma after leaving

Type of High School Program:
( ) College Preparatory
( ) General Studies
( ) Vocational Studies

Area of Vocational Study:
( ) Agriculture
( ) Business/Office
( ) Distributive Education
( ) Health
( ) Industrial Arts
( ) Occup. Home Ec.
( ) Trades & Industry
( ) None
( ) Other _____ specify

Did you have a job while in High School? ( ) No ( ) Yes

Were you in Co-op Program? ( ) No ( ) Yes

3. AFTER HIGH SCHOOL:

Did you attend school after High School? ( ) No ( ) Yes

Type of Schooling:
( ) Full time College
( ) Part time College
( ) On the job training
( ) Military School
( ) Adult or apprentice
( ) Home study courses

Did you complete this schooling? ( ) No ( ) Yes

4. ABOUT YOUR FIRST FULL TIME JOB:

How long after High School Did you start?
( ) Immediately
( ) 1-3 Months
( ) 4-6 Months
( ) 7-9 Months
( ) Other: _____ specify
( ) 10-12 Months
( ) 1-2 Years
( ) Still not working
( ) Married and never employed

How did you find the job?
( ) Stayed on job I had in school
( ) High School Teacher or guidance office
( ) School Co-op or placement office
( ) Employment Office
( ) Started my business
( ) Thru friends
( ) Thru parents
( ) Newspaper ads
( ) On my own
_____ specify

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL, this job . . . .

was located:
( ) In same town
( ) Out of town in state
( ) Out of state
( ) Out of country

required a location of:
( ) None
( ) 1-50 miles
( ) 51-100 miles
( ) 101-200 miles
( ) Over 200 miles

Relation of the job to your High School education:
( ) Closely related
( ) Fairly related
( ) Slightly related
( ) Not related

How well did High School prepare you for your first job:
( ) Excellent preparation
( ) Good preparation
( ) Fair preparation
( ) Poor preparation

Job Satisfaction:
( ) Very satisfying
( ) Satisfying
( ) Not satisfying

Pay Scale:
( ) Under $50/wk.
( ) $51-100/wk.
( ) $100-150/wk.
( ) Over $150/wk.

Reason for leaving first job:
( ) Still on job
( ) Laid off
( ) Promoted
( ) More Money
( ) More challenge
( ) Entered military
( ) Other _____ specify

(Continued on next page)

OCCUPATIONAL FOLLOW-UP (continued)

5. ABOUT YOUR PRESENT FULL TIME JOB:

What is your current status?

( ) Employed ( ) Unemployed Looking ( ) Unemployed Not Looking ( ) Self Employed ( ) Other _____ specify

In relation to WHERE YOU LIVED WHILE IN HIGH SCHOOL, this job:

is located:

( ) In same town
( ) Out of town in state
( ) Out of state
( ) Out of country

required a relocation of:

( ) None
( ) 1-50 miles
( ) 51-100 miles
( ) 101-200 miles
( ) over 200 miles

Relation of the job to your high school education:

( ) Closely related
( ) Fairly related
( ) Slightly related
( ) Not related

How well did High School prepare you for this job?

( ) Excellent preparation
( ) Good preparation
( ) Fair preparation
( ) Poor preparation

Job satisfaction:

( ) Very satisfying
( ) Satisfying
( ) Not Satisfying

Pay Scale

( ) Under $50/wk.
( ) $51-100/wk.
( ) $101-150/wk.
( ) Over $150/wk.

Do you think you will leave this job within one year from now?

( ) No ( ) Yes ( ) Undecided

6. FULL TIME EMPLOYMENT HISTORY:

How many full time jobs have you had since High School? ( )

How many of these jobs were related to your high school education? ( )

List all full time jobs since High School:

(If you have had more than six (6) jobs, list the first three and the last three).

List First Job First and Proceed to the Current or Last Job

Approximate No. of Months on the Job	Job Title

Thank you for Your Time and Cooperation in this Survey

SAMPLE

OCCUPATIONAL FOLLOW-UP

1. When you graduated, was your residence
   ___1. On a Farm ___3. City
   ___2. Rural, non-farm ___4. Other

2. Present Address: _____
   Street or Box City County State

3. Sex: _____Male _____ Female

4. Age (to nearest birthday when you graduated from High School) _____ (Years)

5. If you have moved from the community where you lived when you graduated, about how long after graduation did you move?
   ___1. Have not moved ___ 3. One to six months ___ 5. One year or more
   ___2. Within one month ___ 4. Six to twelve months

6. Why did you move? (Check as many as are appropriate.)
   ___1. To Take a Job
   ___2. To seek a job
   ___3. Parents moved
   ___4. Got Married
   ___5. Military Service
   ___6. Go to school
   ___7. Other (Please specify_____)

7. What college, university, or schools have you attended since high school?
   ___1. None ___3. Four year College or University
   ___2. Community College ___4. Armed Forces School
   ___5. Other (Specify _____)

8. If you have attended, or are now enrolled at a school, what was (or is) the course of study called?_____
   _____

9. At your graduation, your father's (guardian's) occupation was_____?
   (Describe duties) _____

10. If your father or guardian also worked at a second job, either part-time or full-time, please describe briefly the nature of the second job. _____
    _____

11. At you graduation, was your mother employed? _____Yes _____ No

12. If yes, describe briefly the nature of her work _____

13. How many *full-time jobs* have you had since you graduated from high school?

___ 1. None ___ 3. Two
___ 2. One ___ 4. Three or more

14. How long after graduation did it take until you obtained full-time employment?

___ 1. Began prior to graduation ___ 5. One to two months
___ 2. Less than one week ___ 6. Two to four months
___ 3. One to two weeks ___ 7. Four to six months
___ 4. Two to four weeks ___ 8. No full-time job
___ 9. Specify _____

15. Following graduation, were you able to obtain full-time employment as soon as you expected?

___ Yes ___ No

16. If it took longer than you expected to find a full-time job, which ONE of the following reasons best describes what you think was the most important reason?

___ 1. No jobs available in the community
___ 2. Wasn't interested in the jobs available
___ 3. Parents wanted me to stay at home
___ 4. Lacked skills or other qualifications for the jobs available
___ 5. Was too young
___ 6. Got married
___ 7. Went to college
___ 8. (Please Specify)_____

17. In regard to your high school preparation, how well were you prepared for your first *full-time* job?

___ 1. Inadequately prepared
___ 2. Satisfactorily prepared
___ 3. Well prepared

18. What was your starting pay (before deductions) on your first *full-time job* after graduation?

___ 1. Under $50 per week
___ 2. $51-$75 per week
___ 3. $75-$100 per week
___ 4. $101-$125 per week
___ 5. $126 and over per week

19. Title of your first *full-time* job: _____

20. Were you self-employed? ___ Yes ___ No

21. What was the line of products or services of your employer? _____

22. Where was your first *full-time* employment?

_____

23. In taking your first *full-time* job, which ONE of the following was most important to you?

___ 1. Salary
___ 2. Working conditions
___ 3. Job security
___ 4. Importance of work
___ 5. Opportunity for promotion
___ 6. Serving others
___ 7. Personal interest in work
___ 8. Earn money to go to school
___ 9. Other: Specify _____

24. How well did you like this type of work?

___ 1. Disliked
___ 2. Neither liked nor disliked
___ 3. Liked

25. Are you now enrolled in a school? ___ Yes ___ No

26. Are you now employed? ___ Yes ___ No

27. If you attend school and also work, check Item 1 or Item 2.

___ 1. Work part time
___ 2. Work full time

28. What is your *present job* title? (If same as first full-time job, write SAME.) _____
_____ (If Item 28 is SAME, omit items 29, 30 and 31.)

29. What is the line of products or services of your present employer? _____
Specify _____

30. Where is your *present* employment? _____

31. In regard to your high school preparation for your present job, do you feel you were:

___ 1. Inadequately prepared
___ 2. Satisfactorily prepared
___ 3. Well prepared

32. What is your *present* pay (before deductions)?

___ 1. $0-$50.
___ 2. $51-$75.
___ 3. $76-$100.
___ 4. $101-$125.
___ 5. $126 and over.

33. How well do you like your *present* job?

___ 1. Dislike
___ 2. Neither like nor dislike
___ 3. Like

34. How long do you plan to stay in your present type of work?

___ 1. I plan to make it a career
___ 2. Presently, I have no plans to change
___ 3. Probably a few years
___ 4. I want to change soon

35. Are you interested in taking additional training ___ Yes ___ No

36. If yes, which of the following lengths of training programs would be appealing to you?

____ 1. Adult evening program
____ 2. Two-year technical program
____ 3. Intensive training all day for 3-6 weeks
____ 4. Other (Specify) _____

37. If vocational programs in the following areas had been available in your high school, which one do you now think you would have taken?

____ 1. Office occupations such as clerical, stenographic, and others
____ 2. Retailing for sales occupations
____ 3. Food sales and service occupations
____ 4. Health occupations such as Nurse Aide
____ 5. Conservation, forestry, or agricultural occupations
____ 6. Industrial - mechanic, metal related occupations, building trades, electrical related occupations
____ 7. Other (Specify) _____

38. Circle the appropriate number which represents the total number of years you took in the following area:

Vocational Agriculture	0	1	2	3	4
Homemaking	0	1	2	3	4
Retailing - Sales	0	1	2	3	4
Typing I	0	1	2	3	4
Typing II & Office Machines ...	0	1	2	3	4
Shorthand	0	1	2	3	4
Bookkeeping	0	1	2	3	4
Office Practice	0	1	2	3	4
Drafting	0	1	2	3	4
Metals	0	1	2	3	4
Woods	0	1	2	3	4
Electricity - Electronics	0	1	2	3	4
Auto Mechanics	0	1	2	3	4
Vocational Co-op	0	1	2	3	4
Science - Physics, Biology, Chemistry	0	1	2	3	4
Mathematics	0	1	2	3	4

39. What best describes the kind of high school program you took? _____

40. Please feel free to offer additional comments. _____

_____

_____

_____

_____

_____

POPULATION ANALYSIS

Population analysis is the study of the characteristics of the people who live in the local area. This is done from the viewpoint of the population as a whole and the student population in particular. Studying general population characteristics (such as income level and educational level) gives a partial picture of the climate in which education exists in the area. Studying the characteristics of the student population (such as numbers of graduates going to work versus the number going on to advanced education and training) can supplement the general information gathered in the Existing Program Analysis Section.

The best sources of information about population characteristics are the census documents. The characteristics of student population can be obtained by conducting a survey of the intentions of the present years graduates.

The following is a sample format for collecting and tabulating population information:

GENERAL POPULATION ANALYSIS

COMMUNITY:

Column 1	Column 2		Column 3		Column 4	Column 5
POPULATION CHARACTERISTICS	CURRENT		10 YEARS AGO		TRENDS	COMMENTS
	NUMBER	PERCENT	NUMBER	PERCENT		

INTENTION OF PERSENT GRADUATES AND DROPOUTS

Number in the Graduation Class _____

CATEGORIES	MALE	FEMALE	TOTAL	
			Number	Percent
Colleges Leading to a Bachelor's Degree				
Jr. College				
Post-Secondary 1. State & Area				
2. Private				
FULL TIME IN ONE OF THE FOLLOWING OCCUPATIONS:				
Agriculture				
On Farm				
Off Farm				
Distribution				
Health				
Home Economics Wage Earning Only				
Office				
Technical				
Trades & Industry				
OTHER: (Specify) Service - Military				
Full-time Housewife				
Unemployed				
Unknown				
Total				

ANALYSIS OF RECENT GRADUATES

COMMUNITY: _____ DATE PREPARED: _____

Column 1	Column 2						Column 3
Year Graduated	going on to work No. | %	going to 4 yr. college No. | %	going to Post-Secondary Technical School No. | %	Seeking work but unemployed No. | %	going into military No. | %	Other (marriage, travel, etc.) No. | %	Comments

RESOURCES ANALYSIS

This section is designed to identify the resources available to help meet the needs identified in previous sections. Four kinds of resources can be documented:

1. Existing physical facilities available to vocational education.
2. Professional staff available (teachers, counselors, and administrators).
3. Federal, State, and local financial resources available for vocational programs.
4. Human and physical resources available in the community as identified through a community resources survey.

FACILITIES

It is valuable to develop a catalog of physical facilities (buildings and rooms) and equipment which is already available. The end result of this analysis should be a complete list of all available rooms, the size of the room, the major equipment in it and the approximate value of the equipment.

The following form may be used to catalog available facilities.

FACILITIES

COMMUNITY: _____ DATE PREPARED _____

Room	Square Feet	Major Equipment	Estimated Value of Major Equipment	Comments

PERSONNEL

An important part of the analysis of available resources is the development of a catalog of the human resources involved in vocational education. This should consist of a listing of teachers and other resource personnel involved in each vocational area and a description of each individuals experience and skills. A catalog would assist in the best utilization of human resources involved in vocational education and adapt them to the changing needs of students.

The following form may assist in cataloging personnel resources:

PERSONNEL

COMMUNITY: _____ DATE PREPARED: _____

NAME	AREA OF CURRENT WORK	DEGREES	ANY IND. EXP.	OTHER AREA OF CERTIF.	NO. OF YEARS IN PRESENT AREA OF WORK	OTHER SIGNIF. SKILLS	SIGNIFICANT TRAINING EXPERIENCE	COMMENTS

FINANCIAL RESOURCES

Virtually all aspects of the operation of vocational programs depend upon dollar funding. To the extent financial resources are available from Local, State, and Federal sources should be itemized, in order to obtain a complete financial picture of the area. Data available with respect to these financial characteristics for your district can be obtained from the annual state reports on school finance. These financial characteristics should be obtained for several years so that a trend can be identified.

The following form may assist in tabulating financial resources:

FINANCIAL RESOURCES

COMMUNITY: _____ DATE PREPARED: _____

FINANCIAL CHARACTERISTICS	TWO YEARS AGO	LAST YEAR	CURRENT YEAR	COMMENTS
Per pupil expenditure (not including capital outlay)				
Assessed valuation in the district				
Approximate percent assessed valuation is of true valuation.				
Assessed value per youth in secondary schools.				
Percentage of secondary funds derived from tuition components of school costs paid by:				
Local				
State				
Federal				
Other				
Ability to pay = $\frac{\text{Assessed valuation}}{\text{A.D.A.}}$				
Total Budget for education				
Tax Rate				
Average daily attendance				
Vocational education budget as paid by				
Local				
State				
Federal				
Other				

COMMUNITY RESOURCES

A community has unlimited potential. It has buildings, people, money and materials to offer those who request it. Most important, the community can offer students valuable learning experience.

As part of the needs assessment process, a community resources survey should be conducted. This provides the local school the opportunity to inform the public of the needs assessment effort, its purpose and expected outcomes. It also provides the opportunity to assess community interest in education and the availability of community human resources.

Following is a sample method of obtaining community resource information.

SAMPLE NEWSPAPER AD

W E ' R E C O M I N G T O Y O U

for help in developing career education and vocational training in our schools. The ABC School District is looking for people of all ages and skills to form:

advisory committees
task force groups
skill training groups
volunteer groups
vocational training programs

IN OPEN PARTNERSHIP WITH THE COMMUNITY,

The ABC School System hopes to bring your skills to our school programs at all levels.

YOU HAVE THE EXPERTISE -
WE NEED YOU!

Career and vocational training are becoming the most active areas of our schools today. If you want to help with your Time, Skills, or Ideas contact:

_____
_____
_____

SCHOOL VOLUNTEERS PROGRAM FOLLOW-UP

This form is used to gather additional information from people who respond to the initial community survey questionnaire or newspaper advertisement. A phone call to each of these people to clarify their skills and interests is perhaps the most efficient way to complete your volunteer file.

NAME: _____ DATE: _____
(PLEASE PRINT)

ADDRESS: _____

PHONE: _____

Person to reach in emergencies: _____
(name) (address) (phone)

Circle age group: Teens 20's 30's 40's 50's 60's or over

Are you a student? _____ School and Year _____

Do you have children in this school district? _____

Name(s), School(s), and Grade(s) _____

_____

Where would you like to volunteer? _____

Grades you prefer: 1 to 3 ____ 4 to 6 ____ 7 to 8 ___ High School____

Interested in (check as many as you want):

( ) Classroom Assistant
( ) Tutoring Reading
( ) Tutoring Math
( ) Library/Resource Centers
( ) Playground Supervision
( ) Physical Education
( ) Shop Aid
( ) Vocational Program Resource Person in Following Areas:

_____
_____
_____

( ) Art
( ) Music
( ) Clerical
( ) Special Skill (Specify)_____
( ) Job Placement
( ) Program Area Advisory Committee
( ) Youth Organizations
( ) Other_____

_____

Can you volunteer once a week? _____ twice a week?_____ or more? _____

Which days? _____ What hours? _____

Education: Names of schools attended _____

_____

PROGRAM
PLAN
DEVELOPMENT

This handbook has been devoted to "how to conduct a needs assessment at the local level." Needs assessment has been described as the heart of the planning process. A needs assessment that does not result in a plan is nothing more than an exercise in futility.

We have described "what is" and "what should be" in a variety of ways. The first part of the planning process is to compare the "what is" with "what should be" by means of Discrepancy Analysis to find out where gaps exist. Once the discrepancies have been identified, they can be prioritized. Prioritizing is necessary because limited resources prevent the closing of all gaps on a short-range basis. It is possible, however, to develop a plan to close those discrepancies which are most important.

Attached is a form designed to aid in identifying and prioritizing discrepancies. Though seemingly simple, it actually takes a great deal of effort to bring the information together, sort it out and judge its importance. But improved decision making and program plan development will be well worth the effort.

DISCREPANCY ANALYSIS

COMMUNITY:_____ DATE PREPARED:_____

ITEM 1	ITEM 2	DEGREE OF DISCREPANCY	ADD'L COSTS	FUNDING AVBL.	PERSONNEL	FACILITIES	PROGRAM ACCEPT-ABILITY	COMMENTS

EXAMPLES OF DISCREPANCY AREAS

ITEM 1	VS.	ITEM 2	PURPOSE
A. List the Nebraska and national job market trend statements for each program you have.		A. Vocational Education Completions Trends Statements	Find any program areas where the job trend is up and the completions trend is down, or vice versa.
B. List the local job market trends for each program.		B. Vocational Education Completions Trends Statements	Find any program areas where the local job market trend is up and the completions trend is down or vice versa.
C. List the programs students are interested in taking.		C. List the Programs you now offer.	Find any programs you offer where student interest is very high or very low.
D. List for each program the degree of success graduates have had getting jobs.		D. List the current enrollments and trends in that program.	Find any program area where graduates are having a hard time getting jobs, but completions trends are up, or graduates get jobs easily but completions trends are down.
E. List the name and number and population trend of population, sub-groups such as: total, disadvantaged, handicapped minority.		E. List the number	Find any group with a big gap between the % it represents of population in the area and % of enrollments and completions trends it represents.
F. Give the anticipated enrollments in voc. education 5 and 8 years from now.		F. State the impact on available personnel, facilities, budget.	If enrollment trends will be greatly up or down, what will be the impact on resources.
G. State the % and trend of graduates who sought work but would not get it.		G. Determine the % and trend of enrollments in vocational education.	If the trend of total high school graduates' looking for work but unable to find it is up, is trend in vocational enrollments up too?
H. List the new programs needed which are not offered.		H. State the impact on personnel, facilities, budget.	If you will need to change the list of programs offered, what is impact on resources?

A MODEL FOR EDUCATION PLANNING

Planning is an ongoing activity. Planning is also the key to educational management.

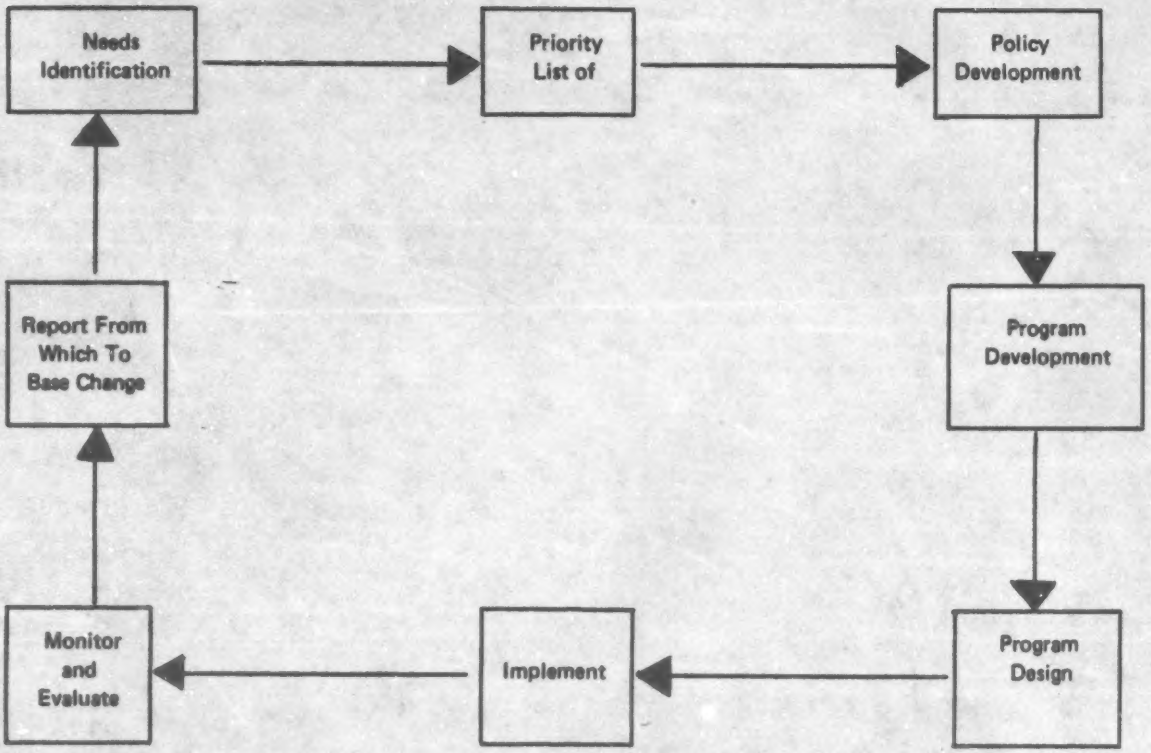
The following page includes a model for Educational Planning. It begins with the *Priority List of Needs,* which was the result of the Discrepancy Analysis process, and moves to the development of policies and goals *(Policy Development)* for each need to be addressed.

Following decisions on which policies to implement, more detailed objectives and criteria by which to monitor progress can be developed *(Program Development).*

From here, *Program Design* leads to *Implementation.* During implementation, programs are monitored and evaluated and decisions made on planned variations which make implementation more effective. Over a period of time, implemented programs are compared to renewed needs identification activities with a view toward identifying discrepancies. These discrepancies in turn feed into a new list of priority needs for future policy decisions.

It is important to point out here that after the Policy Development stage the directors of the various Vocational Instructional Areas should be brought into the planning activity. Joint planning involving the School and the Directors of the Vocational Instructional Areas (which may also include Directors outside of the specific program areas being considered) will result in quality Program Development, Design and Implementation.

Educational Planning Model



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